Sport Premium Funding Action Plan

2019 - 2020

**Grangetown Primary School**

Working in partnership with Redcar & Eston School Sport Partnership



Guidance Notes

Guiding principles which have been considered when putting this action plan together and deciding how to allocate the primary school funding:

* Consider the overall PE and sport provision across the school with respect to all pupils.
* Identify how best to maximise the impact of PE, physical activity and competitive school sport on young people and school standards. This may include targeting of specific pupils e.g. using PE and sport as a vehicle to develop numeracy and literacy.
* Embed the investment within the school development plan to ensure that there is a strategy for the development of teacher confidence and competence in PE and wider outcomes for young people.
* Build on the generic teaching skills of the classroom teachers, giving professional development opportunities, and therefore further expertise, in how to develop physical literacy and the breadth of learning that comprises physical education.
* Identify a subject coordinator for PE and sport.
* Work collaboratively with other schools to develop a creative and higher quality provision.
* Develop physical literacy by focusing on your pupils’ fundamental movements, then their generic sport skills and ultimately small-sided games.
* Use qualified and suitably trained coaches to improve the quality and range of school sport offered to enrich the curriculum (but not replacing it).

Action Plan

Before putting together our action plan we considered the following questions and self-reviewed our current provision with the following outcomes:

1. Does your school have a vision for PE and school sport?
2. Does your PE and sport provision contribute to overall school improvement?
3. Do you have strong leadership and management of PE (and school sport)?
4. Do you provide a broad, rich and engaging PE curriculum?
5. How good is the teaching and learning of PE in your school?
6. Are you providing high quality outcomes for young people through PE and school sport?
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum?
8. Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them adopt a healthy and active lifestyles?
9. Does the school know how to effectively utilise the new PE and school sport funding?

Department for Education **VISION** for the Primary PE and Sport Premium

**ALL** pupils leaving primary school are **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.
2. The profile of PE and sport being raised across the school as a tool for a whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

In our action plan below, we have specified which of the above key indicators each action/priority is relates to. This helps the school to focus their actions and ensure the funding is used as the Department for Education intended.

2017 -2018 Sport Premium Funding allocated to our school is:

Physical Education

Physical education is education through physical activity: its goal is the development of the individual as a whole, not just their physical development or their proficiency in specific sports.

Through a focus on ensuring physical education at primary school we provide young people with access to physical activity for life as well as build the foundation for future participation and performance in sport.

A high-quality PE programme will develop physical literacy and allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. PE also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork, communication and leadership.

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| Specific Objectives  What we want to do | Strategies  What are we going to do to achieve objective(s) | Signs of Success / Impact  When we have achieved our objective(s) we should see | Who | When | Linked to Key Indicator no: |
| Develop fundamental and social skills for children working within the ARC, focusing on the whole child so they have the confidence to feel included and be more involved in Physical Education, Physical Activity and School Sport. | SM to deliver interventions for children working within ARC.  Children in the ARC who have SEN take part in all PE lessons, and lessons are differentiated where necessary.  Children within the ARC to access School Sport. | This will give these children increased confidence in Physical Education and will improve their skills for them to be involved in PE lessons to a higher standard of participation. | SM | Ongoing throughout the whole academic year. |  |
| Improving all pupils’ social skills within Physical Education. | SM to attend ‘My Personal Best’ CPD to gain more knowledge and understanding on how to set personal challenges within Physical Education. | Children will be able to work successfully as a team and show a positive attitude when they are in a winning and losing situation.  Children’s behaviour will improve during Physical Education and throughout school. | SM | To implement ‘My Personal Best’ into Physical Education Lessons by February Half Term. |  |
| Improving all pupils’ creative skills within Physical Education. | SM to attend ‘My Personal Best’ CPD to gain more knowledge and understanding on how to set personal challenges within Physical Education. | Children will show more creativity within Dance and Gymnastics. | SM | Ongoing throughout the whole academic year. |  |
| Improving all pupils thinking skills within Physical Education and School Sport. | SM to provide additional problem-solving activities within school to provide thinking opportunities for all pupils. Using individual and team challenges when entering the hall for Physical Education lessons.  SM to implement Outdoor and Adventurous activities within the Physical Education curriculum map. | Children will be able to solve their own problems within Physical education or School Sport and develop their own self-esteem and self-confidence. | SM | Implemented by December 2019. |  |
| Children gain leadership opportunities and experience through Physical Education. | SM to ensure Play Leaders are given the opportunity to lead in lessons and at SSP festivals.  This could be:   * Children leading warm ups (KS2) * Demonstrating to peers. * Coaching peers. * Team management/captaincy. * Setting up equipment * Leading activities at SSP festivals.   SM to hold regular meetings each term to listen to Play leaders ideas and suggestions. | Children are more confident in taking leading roles and perform these roles with a high quality. | SM | Ongoing throughout the whole academic year. |  |
| Encourage children to bring and wear their PE kits on their selected PE day. | All staff to encourage children to bring and wear their PE kits on their selected PE day so all children are ready to access high quality PE to their full potential.  SM to promote team work by rewarding classes for every child wearing and brining their PE kits on their selected PE day in hope to promote team unity and impact PE lessons positively.  All staff to wear sportswear on their classes selected PE day to promote positive role modelling and ready to participate in lessons if needed. | Children feel like they are part of team and can access high quality PE to their full potential.  Staff participating within PE lessons. | ALL STAFF | Ongoing throughout the whole academic year. |  |

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| Impact of the developments in Physical Education:   * PE MOTTO on letterheads to reinforce the importance of PE in school and to let people outside school be aware. * Lessons have been differentiated accordingly with children’s ability. TAs used for extra support in areas where children struggle to access certain skills. Higher ability children have been pushed further to develop their skills. * Children are becoming more confident in their leadership roles which has made them more willing and able to take leadership roles in the future. |

Healthy, Active Lifestyles

Healthy behaviour in childhood and the teenage years set patterns for later life and, if acquired early can have a dramatic impact on well-being. Nearly a quarter of all reception-aged children and one third of year 6 pupils are overweight or obese and it has been documented that inactivity causes nine per cent of premature mortality.

Identify the children who are least active or who are at risk of obesity and design targeted physical activity interventions specifically for them. The focus needs to be on enjoyment, so engage these pupils by offering a breadth of appealing activities that include plenty of exercise and promote wider health and well-being messages in a young people-centred environment.

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| Specific Objectives  What we want to do | Strategies  What are we going to do to achieve objective(s) | Signs of Success  When we have achieved our objective(s) we should see | Who | When | Linked to Key Indicator no: |
| Maintain the number of children accessing extracurricular clubs. | Build on the success of last year to maintain the level of participation.  Staff to promote extracurricular clubs and provide children with a wide range of activities to attend.  SM and DC to promote healthy active lifestyles to all pupils at Change4Life afterschool club. | More children are signed up and attending after school clubs. | ALL STAFF | Ongoing throughout the whole academic year. |  |
| Parents encourage their children to lead a healthy active lifestyle away from school. New role to engage families within healthy lifestyles. | Invite parents into school to be involved in a range of Physical activities and promote healthy lifestyle by informing them of what their children are doing within school.  SM to set PE challenges via twitter for children to practice certain skills or to complete and enjoy physical activity at home. | Parents coming into school to participate within Physical Activity. Survey to see what parents would like within school to engage in healthy activities for their own sake and children.  Children coming back into schools having practice and improved skills. This could demonstrate to parents how much their children get from physical activity. | SM to arrange dates with JM for parents to come into school. | Ongoing throughout the whole academic year. |  |
| Increase the physical activity levels of all pupils. | SM to introduce Skip2Bfit to Y2-Y6 children to encourage physical activity and personal challenge.  All staff to use Imoves – Active Blasts daily within classrooms as brain breaks to allow children to be active outside of Physical Education.  Phase 1 to use Jump Start Jonny, activate or Imoves to promote physical activity. | Increase in children’s physical activity levels and confidence in PE lessons.  Increase in children’s awareness of healthy eating. | ALL STAFF | Ongoing throughout the whole academic year. |  |
| Children can access local community sports and clubs outside of school. | Link Grangetown Primary School website to SSP website.  Invite local clubs into school to deliver taster sessions.  Promote local club links on Sports notice board and Twitter.   * Destination Judo * Redcar Gymnastics * South Bank Scouts * Grangetown Netball * South Park Rangers FC * Redcar Athletics FC * Redcar Rugby Club | Pupils and parents know how to access local sports opportunities.  Teachers have knowledge of clubs available to sign post pupils.  More children involved in out of school clubs and sports. | SM | Ongoing throughout the whole academic year. |  |
| Improve our pupil’s road safety skills for riding their bikes and to and from school. | Deliver Bikeablity training within school.  Y3 Pedestrian training  Deliver balance bike training within school. | More pupils riding their bike to and from school.  Increased confidence in road safety. | SSP to coordinate with SM. | Bikeablity and balance bikes – November |  |

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| Impact of the developments in the promotion of healthy, active lifestyles:   * More children are attending after school clubs, due to the increase of staff delivering a wider range of clubs throughout the week. * Children are more aware of healthy eating and activity seek out staff to tell them what healthy food they have eaten. * Children are now physically active within their classrooms. |

Competitive School Sport

All children enjoy being appropriately challenged and at a young age most are keen to explore what they are capable of. Competitive school sport for primary school children should be categorised on a focus by achieving one’s ‘personal best’ rather than being ‘the best’.

Engage primary children in personal challenges, allow them to practice and test their skills and personal competence, and small-sided games to encourage teamwork and a sense of how to play and succeed.

A good competitive school sport programme includes regular club participation opportunities where children can learn more about specific sports, receive age-appropriate coaching and practice their skills (after School Club) before attending competitions.

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| Specific Objectives  What we want to do | Strategies  What are we going to do to achieve objective(s) | Signs of Success  When we have achieved our objective(s) we should see | Who | When | Linked to Key Indicator no: |
| ALL children to experience competitive sport. | SM to structure Intra-School competition and events. | All children competing in PE lessons and on School Games Day to help towards their team’s effort.  Increased number of Intra-school competitions. | SM | Ongoing throughout the whole academic year. |  |
| Children to have a better understanding of the value of sportsmanship and fair play. | Spirit of the Games promoted around the school and on PE curriculum map. Certificates given to children how show these attributes and qualities during Physical Activity, Physical Education and School Sport, this will be presented in assembly.  Like SSP, promote a new Spirit of the Games each term for the whole school to focus on. | Children all know the Spirit of the Games and understand what they mean.  Children are showing these qualities throughout school in a positive manner. | ALL STAFF | Ongoing throughout the whole academic year. |  |
| Grangetown to have greater ‘successes at competitions. | Competition clubs to prepare children for competitions, where children will gain a greater depth of understanding of that specific sport, including specific skills and rules and promoting teamwork.  All pupils accessing School Sport by SM, SJ, DB, JV and BN sending A and B teams to events. | All pupils participating and enjoying School Sport through development and competitive events provided by SSP would be the key factor when entering. | ALL STAFF | Ongoing throughout the whole academic year. |  |

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| Impact of the developments in competitive school sport:   * More children experiencing competitive sport has increased the number of children wanting to attend competitive clubs and competitions. * Competition club taking place in afterschool cubs. * Grangetown entered 8 out of 12 events which were offered by the school sports partnership. * Grangetown engaged 9 teams overall at the 12 events which were offered. |

**Sustainability of whole plan:**

The Sport Premium funding has been provided to ensure impact against the following objective – ‘To achieve **self-sustaining improvement** in the quality of PE and sport in primary schools’. Therefore, sustainability has been considered when putting together our whole action plan. These are the things we have considered:

* Working with the School Sport Partnership to provide CPD for our teaching staff to increase their confidence, knowledge and skills in teaching PE and sport.
* Not employing external sports coaches to deliver PE.
* Gaining knowledge from other schools to enhance PE within Grangetown Primary School.
* Staff attending CPDs to further the knowledge of staff within Physical Education and school sport.
* Staff to be involved within PE lessons to gain knowledge and understanding of school sport so that it can be implemented when needed.